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AUTHOR Selman, James W.; Shum, Ronald M.
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ABSTRACT

Drawing from research and related literature on successful staff development activities, a professional development model was developed and implemented at J. F. Ingram Technical College (JFITC) in Alabama. Designed to serve the professional development needs of support staff, apprentice and master teachers, and administrators, the model provides for vertical and horizontal occupational movement and for increasing knowledge and skills to levels commensurate with present job positions and future aspirations. To develop the support staff component of the model, job and task analyses were conducted for each position, time on task estimates were developed, educational requirements were identified, a conference was held to develop a needs plan, educational/work experiences were reviewed, desired changes in job responsibilities were implemented, and a professional development plan was developed and agreed upon for each support staff member. The instructional staff component of the model involved the classification of the teaching staff as master or apprentice teachers, an annual conference review, an annual meeting with a TRIAD committee (comprised of a supervisor, professional development staff member, and university teacher educator), in-house learning activities, and the development of individual professional development plans. The administrative component also included input from the TRIAD committee, an annual conference and review, and professional development plans. During the model's implementation, morale was identified as the single most important influence on job satisfaction, and project staff utilized a variety of approaches to improve morale and provide a stress-free environment. A flowchart of the model is attached. (JMC)

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A PROFESSIONAL DEVELOPMENT MODEL FOR TECHNICAL COLLEGES

BY

JAMES W. SELMAN
RONALD M. SHUM

AUBURN UNIVERSITY
ALABAMA

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TITLE: A PROFESSIONAL DEVELOPMENT MODEL FOR TECHNICAL COLLEGES

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ABSTRACT: AMONG THE MAJOR CONCERNS FOR TODAY'S TECHNICAL COLLEGE IS PROVIDING MEANINGFUL PROFESSIONAL DEVELOPMENT ACTIVITIES TO KEEP EMPLOYED ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF CURRENT. TECHNICAL, SOCIAL, CULTURAL, AND ECONOMIC CHANGES WITHIN THE ENVIRONMENT OF OUR EDUCATIONAL SETTINGS MAKE THIS PROCESS A NECESSITY TO THE HEALTH AND WELL-BEING OF TECHNICAL COLLEGES. A SYSTEMATIC PROCESS IS REQUIRED TO INSURE THE PROFESSIONAL DEVELOPMENT OF TECHNICAL COLLEGE PERSONNEL. THIS REPORT PROVIDES A PROFESSIONAL DEVELOPMENT MODEL FOR TECHNICAL COLLEGES. THE MODEL WAS DEVELOPED AND IS CURRENTLY BEING USED BY AN ALABAMA COLLEGE. THE COMPREHENSIVE STAFF DEVELOPMENT MODEL FOCUSES ON THE IMPROVEMENT OF ALL COLLEGE EMPLOYEES, INCLUDING CUSTODIAL STAFF, CLERICAL STAFF, AND PROFESSIONAL STAFF (TEACHERS, SUPERVISORS, COUNSELORS AND ADMINISTRATORS). THE MODEL INCLUDES MAJOR COMPONENTS IDENTIFIED IN RESEARCH AND RELATED LITERATURE ON SUCCESSFUL STAFF DEVELOPMENT ACTIVES.

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"A Professional Development Model for
Technical Colleges"
by
Dr. James W. Selman and Dr. Ronald M. Shum

During the 1980's there was an intense nationwide debate about the condition of education in the United States and how to improve it. The consequences of this debate have touched almost every community and institutional level. Those participating in this debate include the President of the United States, local citizens groups, legislators, governors, state and local boards of education, and institutional boards of governance. These groups have been engaged in the process of examining the state of education and its problems. At no other time in our nation's history, have more people been involved at all levels, producing more reports and studies on the problems of education and proposing solutions to these problems.

In many states and localities, significant systematic changes have been proposed or are already in process. New dollars and strategies are needed to implement the educational reform.

Educational reform is taking place and will continue to occur within technical colleges. The

availability of effective administrative leadership, classroom/laboratory teachers and support staffs, will be the key to any meaningful and lasting reform.

Strategies causing significant systematic change take on additional importance and ramifications when staffing patterns and professional development activities associated with most technical colleges are considered. The majority of today's technical college administrative staffs were recruited from the ranks of yesterday's successful teachers. Most technical teachers were (and will continue to be) recruited into the teaching profession from the ranks of practicing technicians. Rice (1982) indicated that occupational work experience is the prime qualification for technical teachers. Although occupational work experience is vital to technical education, it does not by itself assure success in providing effective educational programs or qualified personnel (Rockmaker and Modlin, 1988). Among the major concerns in selecting and keeping qualified administrators, teachers, and support staff in today's technical colleges is the concern for updating competencies. A

systematic process is required to insure the professional development of technical college personnel. Technical, social, cultural, and economic changes within the environment of our educational settings make this process a necessity to the health and well-being of technical colleges.

Some of the results of the reform movement affecting technical colleges are a general reevaluation of the role of technical colleges, structure of the curriculum, and program delivery systems. Through reevaluation many technical colleges have found themselves in a transitional dilemma. Consequently, they are facing consolidation issues with neighboring community/junior colleges. Thus, many technical colleges are expanding their focus to include more academic courses within their own course offerings and changing accreditation organization and/or commissions within their accreditation associations. These decisions have far reaching implications for the institutions and their personnel needs. Today's issues often require programmatic changes in terms of class scheduling (contact hours vs. quarter hours); course

offerings (Carpentry vs. Building Construction Technology); target populations (adults vs. college age students); time on task (six hours/day vs. full-time student load); and faculty preparation (work experience vs. college degree) to mention a few. The need for a meaningful professional development programs has become paramount to technical college staffs.

Decision making and identifying alternative approaches to address the needed educational changes are often complicated by the many voices within the educational community. A recent report funded by the National Institute of Education, the National Science Foundation, and the Ford Foundation indicated that some community college presidents feel that their "legitimacy" is threatened by a vocational technical emphasis (Watkins, 1989).

Research tends to indicate that effective institutions of learning will have certain common characteristics. The characteristics of an effective institution include the following: strong administrative leadership; a business like climate; learning is the chief priority for students and staff;

high expectations for students as well as institutional personnel; a yearly self-evaluation which involves all personnel to identify areas of strength and weaknesses; and professional development actives to overcome those identified weaknesses.

REVIEW OF LITERATURE

Cooper (1981) identified the process functions necessary to carry out staff development functions as including the following: (1) statement of purpose, (2) planning, (3) organizing, (4) funding, (5) programming, (6) providing a method for rewards and incentives, and (7) program evaluation.

Roueche (1982), discussed four tenants for staff development initiatives. These tenants were to build credibility through face-to-face encounters; to supplement personal encounters by a regular flow of information; to build an internal staff development network; and to encourage risk-taking among professional staff.

Harnish (1986) described the following twelve major categories of professional development: (1)

college-sponsored professional development programs; (2) off-campus professional development and travel; (3) compensated absence time for professional development; (4) sabbaticals; (5) state university tuition wavers; (6) tuition-free courses at own college; (7) membership in professional organizations; (8) instructional resource development grants; (9) individual faculty accomplishments; (10) awards and recognition for faculty excellence; (11) faculty evaluation and development; and (12) organizational support structures for professional development.

The concept of "mentoring" has received considerable attention within both educational and business communities. Silverman (1985) proposed the New Faculty Orientation and Mentor Program as one of six major program activities. Blackburn (1981) indicated that, mentors overwhelmingly nominated as their most successful proteges those whose careers were essentially identical to their own. Lester (1981) pointed out that mentoring is a basic form of education for human development because it provides a holistic, yet individualized, approach to learning. Adults who

work with mentors grow in their own sense of intellectual competence, as well as in their sense of purpose, feeling of autonomy, and personal integrity. Correspondingly, Bova and Phillips (1984) indicated that proteges learned risk-taking behaviors, communication skills, political skills, and other specific skills from their mentors.

The concept of a TRIAD consisting of an intern, a mentor teacher, and a teacher educator as a career guide group, has been widely discussed in the literature. Most notably, beginning teacher induction programs in Florida, Kentucky, North Carolina, and Oklahoma utilize this structure in their formalized certification systems. Recent follow-up studies indicated that, generally, these programs were successful and viewed positively by administrators as well as participants (Godley, 1986; Hawk, 1987). THE PURPOSE

This report provides a professional development model for technical college administrators. It was developed and is being used by a technical college in transition. The comprehensive staff development model

focuses on the improvement of job performance of all college employees, including custodial staff, clerical staff, and professional staff (teachers, supervisors, counselors and administrators). All groups are actively involved with the model.

Insert Model About Here

The model includes the major components identified in research and related literature on successful staff development activities. Such components include the following: statement of purpose being communicated to and with all staff members (Copper, 1981); building credibility through the institutional advisory committee (Roueche, 1982); use of the triad concept (Blackburn, 1984); face-to-face work sessions to improve communications with each member of the staff (Bova & Phillips, 1984); exploration of activities available and applicable for each individual (Goetsch, 1982); development of a one-year professional development plan for each individual on the staff (Banks, 1986); a mentoring component (Silverman, 1986);

methods for incentives and rewards (Harnish, 1986); and quarterly follow-ups.

THE MODEL

The model is designed to serve professional development needs of three groupings of staff; (1) support personnel, (2) instructional staff (new instructor apprentices and master teachers), and (3) administrative staff. The infrastructures of these three groups and their working relationships are based on the organizational structure of their respective colleges. The organizational structure and staffing pattern of J.F. Ingram Technical College in Deatsville, Alabama for example, serves as the existing example on which this model was based.

The ultimate outcome of the model was a planing procedure and implementation process, encompassing professional development activities that assist the total college staff by increasing knowledge and skills to levels commensurate with present related job positions and future aspirations. The model provides for vertical and horizontal occupational movement.

Description of The Model Components

1.0.0 Support Staff Component of the Model.

1.1 Job Description -A job analysis of each support staff position was developed.

1.2 Task Listing for Present Job -Task analysis for each job was conducted to match each position with the task being performed by the person performing in that particular job.

1.3 Estimated Time on Each Task-Time estimates for each task were developed; to provide information concerning the amounts of time being spent on each task.

1.4 Educational/Training Requirements of Job-Educational/training levels as required for each job were identified and listed.

1.4.1 Conference To Develop Needs Plan-Conference with TRIAD committee (supervisor, college professional development staff member, and university teacher educator) conferred with each member of the support staff. These conferences were held to obtain information relative to: (a) chain of responsibility and the supervision as perceived by individuals

for their job positions; (b) job related educational experiences obtained by each person (before band after being employed at the college and those since being employed); (c) career expectations and aspirations of each person; and (d) identified career paths and educational requirements for horizontal and/or vertical movement.

1.4.2 Annual Review of Professional Development Plan-An annual review of each persons professional development plan was discussed. The flexibility of the plan was communicated; individuals desiring to change their plans (increasing or decreasing the amount of planned activities) have that option.

1.5 Education/Work Experience Review of Each Staff Person- Educational/work experiences of each staff person were reviewed. Individuals deserving recognition were praised for their participation in, and commitment to, professional improvement.

1.6 Change in Job Responsibilities-Changes in job responsibilities were accommodated for several individuals desiring such changes. Their abilities, interest, and long range plans were matched with those of the college and job changes were possible. Other individuals knew that changes were possible for them in the future and that they would be considered for advancement into new positions as positions become available.

1.7.0 PROFESSIONAL DEVELOPMENT PLAN for each Member of the Support Staff- A written and mutually agreed to professional development plan was developed by each staff person. These plans consisted of activities selected from a menu of Professional Development Activities. To insure the widest possible range of meaningful activities, input into the listing was solicited from all college staff members.

2.0.0 INSTRUCTIONAL STAFF COMPONENT OF THE MODEL.

2.1.0 Classification of the Teaching Staff.

2.1.1 Master Teachers-The recognition and identification of a teacher as a master teacher was based upon the following criteria: full certification as a teacher in the subject area presently teaching, demonstrated occupational competency by passing a technical examination such as the National Occupational Competency Test, tenure as a teacher at the college, and recommended by the Dean of Instruction and resident for consideration as a master teacher. The TRIAD committee is responsible for reviewing the records and evaluation reports of all teachers meeting the established criteria. Teachers recommended by the TRIAD as having met or surpassed the criteria for master teacher were so designated. Individuals recognized as master teachers provide in-service assistance to others on the instructional staff.

2.1.2 Apprentice Teachers-A teacher not meeting the criteria as established for the master

teacher designation was identified as an apprentice teacher. Proposed professional development activities were identified to assist apprentice teachers in their efforts to become master teachers.

2.2.0 Annual Conference Review-Each member of the instructional staff participated in the annual review process. This process included an individual meeting with the Dean of Instruction to review the evaluation criteria for instructional effectiveness.

2.3.0 Input from TRIAD Committee-The annual review process provides the opportunity for each faculty member to meet with the TRIAD committee and receive assistance in planning professional development activities and implementation strategies.

2.4.0 In House Learning Activities-The Technical college and the Alabama College System provide many activities designed to foster and promote professional development. Teachers have the opportunity to participate

in regional, state and local workshops, seminars, and conferences. The college has a very well equipped audio/video studio to assist teachers in making TV presentations, slides, transparencies, etc.

2.5.0 Professional Development Requirements- Individual teachers often have some required professional development activities and needs. These activities must be planned with the unique needs of each individual in mind.

2.5.1 Certification Requirements for Teachers

2.5.2 Accreditation Requirements from an Accrediting Agency

2.5.3 Technical Up-Date in Occupational Area

2.6.0 PROFESSIONAL DEVELOPMENT PLAN for Teaching Staff- A written and mutually agreed to professional development plan was developed by each member of the instructional staff. These plans consisted of activities selected

from the Menu of Professional Development Activities. Instructors were encouraged to identify activities needed to match their unique individual needs. Identified needs that were not included in the menu of professional development activities were added to insure the widest possible range of meaningful activities.

3.0.0 ADMINISTRATIVE COMPONENT OF THE MODEL.

3.1.0 Input From the TRIAD Committee

3.2.0 Annual Conference and Review-Each member of the administrative staff participated in the annual review process. This process included two steps. First, an individual meeting with each of the deans with the college president to review job performance. The president's job performance is reviewed and assessed annually by an administrative review sub-committee. This sub-committee is appointed and reports to the institutions's advisory committee. The advisory committee develops a report entitled, "The Institutional Program

Review and Administrative Council", which is published by the institution and disseminated upon request. Information and needs as identified by the advisory committee are used to plan professional development activities. Second, each administrator has an individual meeting with the TRIAD committee to plan their professional development activities.

3.3.0 PROFESSIONAL DEVELOPMENT PLAN for Administrative Staff

A written and mutually agreed upon professional development plan is developed for each member of the administrative staff. These plans consist of activities selected from the "Menu of Professional Development Activities". Individuals are encouraged to identify activities needed to match their identified professional development needs.

PLANNING AND START UP PROCESS USED

Development Phase

This professional development model was based upon a broad base of information obtained from an extensive

review of literature. Components of the model include those elements identified by others for their potential for success.

Factors and Considerations of the Implementation Phase

In the implementation phase of the model, the researcher looked for factors and conditions that may have an impact on the success of the model. Essentially, it is not solely the systematically planned and executed components of professional development activities that engenders professional development. Conditions inside and outside the environment in which implementation takes place can facilitate or impede the process. Two conditions that appear to have such an impact are morale and communications between and among personnel. Morale is the most important single observed factor influencing job satisfaction and output. Morale, rather than aptitude, usually limits output and desire to improve by participation in professional development activities. Realizing that morale cannot be demanded, bought, coerced, or even enticed directly, the project staff needed to work together to present the

implementation of the model in an environment free from stress. Throughout, approaches intended to improve morale were utilized. Following are some specific considerations given to improve morale.

(a) Provide each staff member with as much rank and status as their position and aptitude permitted.

(b) Provide wages and career latter plans that were clearly understood and directly related to human output and value to the system.

(c) Have an annual review of each person's job, promotional possibilities, and program of professional development.

(d) Treat every person on a unique basis as an individual human being.

(e) Allow all employees as much spontaneity and initiative as possible in the creation of their development plan.

(f) Make every employee's job as meaningful as possible by: (1) giving reasons for professional development activities; (2) making sure that individuals know the entire

process and how changes could be made to personnel in their plan during the year; and (3) providing a realization that one's work and career development is worthwhile.

(g) Use positive, rather than negative, suggestions, orders, and incentives.

(h) Know every person and have a genuine interest in their welfare.

(i) Delegate as much authority and responsibility for each person's professional development plan as the situation will permit.

Individual work sessions for structuring professional development plans were designed to foster better communication between the individual employee and the TRIAD committee. Specific activities included: (1) providing each staff member with an opportunity to participate in a non-treating environment; (2) allowing an outlet for creativity and spontaneity; (3) providing an opportunity for staff to air grievances and blow off steam; (4) keeping rumors to a minimum by being an

adequate and reliable source of information; (5) contributing to the staff's feelings of security; (6) facilitating institutional and program operations and maintaining a smooth work-flow; (7) encouraging suggestions and seeing that due credit was given for them; and (8) keeping each person as fully informed as possible.

DISCUSSION

All personnel employed by J.F. Ingram Technical College now have a professional development plan, individuals and are actively working to meet the objectives they included in their plans. A vast variety of kinds and amounts of activities are presently being pursued by the college personnel. These activities include: certification courses, occupational competency testing, continuing education computer classes, workshops and technical update seminars conducted by occupational associations, enrolling in college degree programs (associate, bachelors, masters, and doctorate), reading professional journals and other publications, and

attending institutional and system workshops and seminars. On the basis of experience obtained with the model and the acceptance expressed by the participants, the model has potential for transportability to other settings.

Start up cost associated with the implementation of the model at the J.F. Ingram Technical College have been relatively low. The planning time and TRIAD meetings were conducted during the regular work day of the staff. Cost associated with college level courses and occupational competency testing are absorbed by the respective individuals. Off site seminars and other professional development activities are approved in advance with travel and perdiem expenses being provided by the institution. Services of the teacher educator are contracted and paid for by the college.

Long term cost of the professional development program will likely be much more significant. These cost will be the result of advancements in certification categories and qualifications of the instructional staff, advancement in career paths of all personnel, and the possible loss of individuals moving

to other employers as a result of higher competency levels. The college administration feels that the possibility of these future cost should not negate the responsibility or needs of the college to insure that today's students have access to a well trained and motivated technical college faculty and staff.

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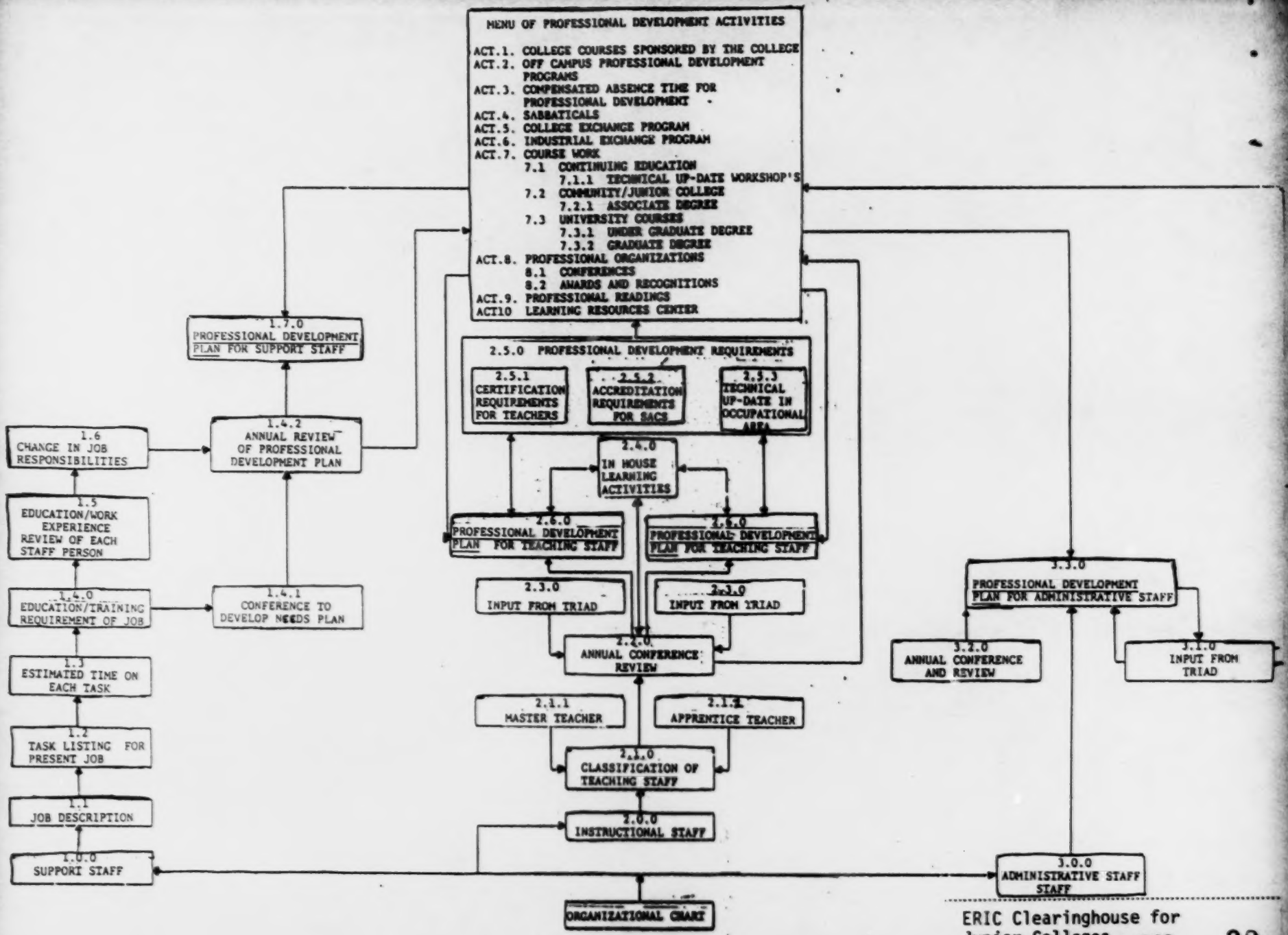
MENU OF PROFESSIONAL DEVELOPMENT ACTIVITIES
ACT.1. COLLEGE COURSES SPONSORED BY THE COLLEGE
ACT.2. OFF CAMPUS PROFESSIONAL DEVELOPMENT PROGRAMS
ACT.3. COMPENSATED ABSENCE TIME FOR PROFESSIONAL DEVELOPMENT
ACT.4. SABBATICALS
ACT.5. COLLEGE EXCHANGE PROGRAM
ACT.6. INDUSTRIAL EXCHANGE PROGRAM
ACT.7. COURSE WORK
7.1 CONTINUING EDUCATION
7.1.1 TECHNICAL UP-DATE WORKSHOP'S
7.2 COMMUNITY/JUNIOR COLLEGE
7.2.1 ASSOCIATE DEGREE
7.3 UNIVERSITY COURSES
7.3.1 UNDER GRADUATE DEGREE
7.3.2 GRADUATE DEGREE
ACT.8. PROFESSIONAL ORGANIZATIONS
8.1 CONFERENCES
8.2 AWARDS AND RECOGNITIONS
ACT.9. PROFESSIONAL READINGS
ACT10 LEARNING RESOURCES CENTER
1.7.0 PROFESSIONAL DEVELOPMENT PLAN FOR SUPPORT STAFF
2.5.0 PROFESSIONAL DEVELOPMENT REQUIREMENTS
2.5.1 CERTIFICATION REQUIREMENTS FOR TEACHERS
2.5.2 ACCREDITATION REQUIREMENTS FOR SACS
2.5.3 TECHNICAL UP-DATE IN OCCUPATIONAL AREA
1.6 CHANGE IN JOB RESPONSIBILITIES
1.4.2 ANNUAL REVIEW OF PROFESSIONAL DEVELOPMENT PLAN
2.4.0 IN HOUSE LEARNING ACTIVITIES
1.5 EDUCATION/WORK EXPERIENCE REVIEW OF EACH STAFF PERSON
2.6.0 PROFESSIONAL DEVELOPMENT PLAN FOR TEACHING STAFF
2.6.0 PROFESSIONAL DEVELOPMENT PLAN FOR TEACHING STAFF
3.3.0 PROFESSIONAL DEVELOPMENT PLAN FOR ADMINISTRATIVE STAFF
1.4.0 EDUCATION/TRAINING REQUIREMENT OF JOB
1.4.1 CONFERENCE TO DEVELOP NEEDS PLAN
2.3.0 INPUT FROM TRIAD
2.3.0 INPUT FROM TRIAD
3.2.0 ANNUAL CONFERENCE AND REVIEW
3.1.0 INPUT FROM TRIAD
1.3 ESTIMATED TIME ON EACH TASK
2.2.0 ANNUAL CONFERENCE REVIEW
2.1.1 MASTER TEACHER
2.1.2 APPRENTICE TEACHER
1.2 TASK LISTING FOR PRESENT JOB
2.1.0 CLASSIFICATION OF TEACHING STAFF
1.1 JOB DESCRIPTION
2.0.0 INSTRUCTIONAL STAFF
1.0.0 SUPPORT STAFF
3.0.0 ADMINISTRATIVE STAFF STAFF
ORGANIZATIONAL CHART

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